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ABSTRACT

This booklet on mentoring of minority students and faculty by majority students and faculty presents information on mentoring, its background and problems associated with it. The document follows a recent joint statement on the issue by the National Education Association and the American Association of University Professors. An overview of the status of minorities in higher education covers demography, the faculty pipeline, and limitations and obstacles for minorities on campus. A section on retention programs that work describes the key features of such programs including leadership at the highest institutional levels, sound planning, an institution-wide approach, expanding the pool and pipelines, and financial support. A section specifically on mentoring in higher education defines mentoring and discusses how it has traditionally worked in American doctoral programs. It also explores obstacles to establishing mentoring programs for minorities and women faculty and offers guidelines for establishing and supporting mentoring programs. A final section explores the role of faculty and staff unions. Appendixes contain the joint National Education Association/American Association of University Professors statement on mentoring and a list of mentoring programs in higher education. (Contains 57 references.) (JB)

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Mentoring Minorities in Higher Education: Passing the Torch

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NATIONAL EDUCATION ASSOCIATION

TO PROMOTE ACADEMIC JUSTICE AND EXCELLENCE

MENTORING MINORITIES IN HIGHER EDUCATION:
PASSING THE TORCH

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Preface

In June, 1990, the National Education Association (NEA) and the American Association of University Professors (AAUP) convened a special conference on the topic of mentoring minorities in higher education. Local, state, and national leaders and staff of each organization, plus experts in the field, gathered in Washington, D. C., to explore the problems confronted by minority scholars in colleges and universities and ways that some of these problems might be alleviated. The relatively low participation of minorities in American higher education has been a concern of NEA and AAUP for many years. The issue has also gained the attention of other organizations representing segments of higher education. In particular, the American Council on Education (ACE), the umbrella organization for the higher education community, sponsors several programs to encourage the increased recruitment of minorities by colleges and universities, especially into faculty and administrative positions. ACE publishes regular reports on the status of minorities in higher education.

Both NEA and the American Association of Higher Education (AAHE) have recently devoted their national conferences to the topic of multiculturalism and pluralism in higher education. NEA has several programs to encourage the recruitment of minority teachers at all levels of education.

Even with these and other efforts, minorities remain significantly under-represented on the faculties and staffs of colleges and universities. Experts fear that, instead of improving, the overall situation may be getting worse.

Faced by this serious national problem, participants at the joint NEA-AAUP conference agreed to draft a consensus statement for consideration by the governance bodies of each organization. This statement entitled "Mentoring to Increase Minority Participation in Higher Education: The Faculty's Role" was approved in the fall of 1990 by the respective executive committees of NEA and AAUP and is reprinted herein.

The purpose of this booklet, then, is to bring this unique joint statement to the attention of academia and to encourage mentoring of minority students and faculty members by majority students and faculty—as but one way to contribute to a solution of the overall problem. The booklet presents information about the overall problem and an exploration of mentoring, its background and some of the problems associated with it. Examples of mentoring programs and resource information are included. This booklet and the information provided is intended for the edification of NEA members and

their colleagues; publication should not be construed to mean NEA endorsement. NEA policy will be clearly identified as such.

The joint NEA-AAUP conference was co-chaired by VirginiaAnn Shadwick, president of the National Council for Higher Education (NCHE) of NEA, and AAUP President Barbara Bergmann. Staff support for this project was provided by Christine Maitland and Peter M. Arum, NEA Membership and Affiliates, and Ernst Benjamin, AAUP General Secretary. Research into mentoring programs was conducted by David J. Leon of California State University-Sacramento.

Keith Geiger,
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About The Authors

Dr. David J. Leon received his Ph.D. in sociology from the University of California, Santa Barbara. He began his academic career as an Assistant Professor in the Graduate School of Education at UC Berkeley. He combined teaching and administrative duties at California State University-Fresno. At California State University-Sacramento where he currently teaches, he served as the Assistant Vice President for Academic Affairs and the Director of Educational Equity. He was responsible for launching the Faculty Mentor Program and serves as a consultant to colleges and universities on issues relating to mentoring and recruitment/retention of under-represented students. The focus of his research has been the status of ethnic minorities in higher education. He has published and presented numerous papers on the subject.

Editorial assistance and policy analysis was provided by Gerie B. Bledsoe, California Faculty Association, and Rachel Hendrickson, NEA Membership and Affiliates. Suggestions and comments regarding this subject should be directed to the NEA Office of Higher Education.

Chapter 1: An Overview of the National Problem: The Status of Minorities in Higher Education

Key Elements Of The Problem

Insufficient minority participation as students, faculty, and administrators in American colleges and universities is part of a much larger national problem: the need for full minority participation in a society that is undergoing major demographic changes while trying to adjust to foreign economic challenges. Ways must be found to increase the rates of minority participation in schools and colleges to provide minorities with the tools and knowledge to prosper in a global society.

As the centers for educating the professional work force of the United States, colleges and universities are at a critical juncture in minority recruitment and retention. Although the minority population of the United States is growing rapidly, only a small fraction of higher education faculties and students are minority. By the year 2000, one-third of our nation's population will be made up of Americans who are black, Hispanic, American Indian or Asian/Pacific Islander. By 2020, the major source of growth in the American population will be through immigration, largely from Central and South America (Making College Affordable . . . 9). The projected retirement between 1991-2010 of more than one-third of the current U.S. professorate should present a golden opportunity for achieving faculty and staff diversification. However, to achieve this goal of diversification, minority students must be attracted into the Ph.D. pipeline and graduated in time to claim their fair share of projected faculty and staff vacancies.

Although many programs have been established during the last two decades in the attempt to increase the number of minority students at all levels, retain more minority faculty and administrators, and develop curricula that reflect student diversity, progress has not been satisfactory, say the experts (Wilson and Justiz, 1988, 10). Equal opportunity and affirmative action programs have been largely unsuccessful except, perhaps, for majority women.

The declining participation of minorities in higher education will have additional severe repercussions for future generations of Americans. In less than ten years, a majority of new jobs will require postsecondary education. Without increased minority participation at the higher education level,

the nation risks developing an educational and economic underclass.

A significant gap will exist in the workforce between low-skilled, minimum wage jobs and high-paying technical and administrative positions that require at least a college degree. Jobs in the middle economic range will decline and a split will develop that divides society in "information-rich" and "information- poor" segments. (Making College . . . 9)

It is not the purpose of this booklet to explore all aspects of this serious and complex socioeconomic problem, but in order to place the question of mentoring in perspective, it is necessary to review the available data about the status of minorities and some of the factors that have limited their access to and success in higher education.

Minorities In Higher Education: What The Numbers Say

Minority presence is limited at each level of higher education. Data from the American Council on Education in its tenth *Annual Status Report on Minorities in Higher Education* highlight the problem:

- Hispanics continue to be under-represented in higher education even though their enrollment increased by 61 percent between 1980 to 1990. Enrollments in four-year institutions show the most dramatic growth; in two-year schools, the slowest growth.
- The high-school graduation rates for Hispanics declined. Only 55 percent of Hispanics between 18 to 24 years old in 1990 had graduated from high school (down from 63 percent in 1985)—compared to 77 percent for Blacks and 82 percent for whites.
- Among people aged 18 to 24, only 16 percent of Hispanics were enrolled in college, compared to 25 percent of Blacks and more than 32 percent of whites.
- Minority students are concentrated in community colleges, with two-year institutions enrolling 55 percent of all Hispanics in college in 1990. Black students attend Historically Black Colleges (HBC) in larger numbers, with HBCUs enrolling 17 percent of all Black college students. American Indian students represent less than 1 percent of all students in higher education institutions.
- Black and Hispanic students are far less likely than white students and Asian American students to complete a degree. In 1989, after five and a half years of study, only 30.3 percent of Black students and 32.3 percent of Hispanic students attained baccalaureate degrees, compared with

almost 60 percent of white and Asian American students.

- Blacks are 13 percent of the population but are only 5 percent of those in graduate school; Hispanics are 7 percent of the population but only 3 percent of those in graduate school. Asians are 2.5 percent of the population and are 3 percent of those in graduate school; and American Indians are 1 percent of the population and are 0.4 percent of those in graduate school.

According to one leading expert, data on those earning academic degrees further substantiate the disparity among racial-ethnic groups: in 1984-85, minorities earned only 11.7 percent of all bachelor's degrees, 1.4 percent of master's degrees, 9.5 percent of doctorates, and 9.8 percent of first professional degrees. These numbers create an extremely limited pool from which to recruit faculty and staff members (Wilson 1989, 12). In 1991, less than 1000 doctorates were awarded to black Americans.

This limited pool is clearly reflected in the statistics on minority representation on American faculties. In 1991-92, minorities represented 12.3 percent of the full-time faculty in the United States. Of all faculties, 4.7 percent are Black, but of these, almost half teach in historically black institutions. Asians are 4.7 percent of faculties, but of these, half are foreign-born. Even American-born Asians are under-represented in the faculty. Hispanics are 2 percent of the faculty and American Indians are 0.3 percent. Thus, all American-born minorities are under-represented on the faculties of colleges and universities (Wilson 1989, 9).

Without a doubt, minority faculty recruitment needs to be viewed in relation to the rapid growth of minorities in the total population and in relation to the changes required in our educational systems to attract, retain, and assist minority students to graduate and to pursue advanced academic and other professional careers. Only then can we meet the challenges to our national growth and viability in a changing economic world.

If the presence of minority faculty is to be increased, colleges and universities cannot afford to wait for state or federal legislation or the resurgence of federally enforced affirmative action. They must address the issue of minority faculty recruitment from within their own institutions. They must ask why affirmative action efforts have produced so few results over the past two decades.

The Faculty Pipeline

Because the pool of minority faculty candidates has either

not increased or declined for most minorities, both schools and professions are beginning to direct their efforts toward developing and recruiting scholars at younger ages. Some colleges and universities are looking toward their undergraduates as potential graduate students and, later, faculty—if not for their institution, then for others.

Some are recognizing that they must look further back into elementary and secondary education to identify potential academic talent. For example, Dr. Dario Prieto, director of the Section for Minority Affairs of the Association of American Medical Colleges, notes that because so few minorities enter undergraduate programs in the sciences:

> "Programs to motivate and train minority young people who are likely to pursue careers in medicine must begin early in their educational path. These should include programs that will develop working relationships between high schools, undergraduate schools and the professional schools, in order to develop effective feeding systems of minority students interested in pursuing a medical career." (Morgan 1989, 12)

Obviously, most medical faculty will come from those who obtain medical degrees.

Recruiting at younger ages is not unusual these days. It is occurring both in cooperative efforts of colleges and universities with elementary and secondary schools and within the professions themselves. Another factor in this focus on recruiting minorities at earlier grade levels is what dropout prevention programs have discovered about minority youth: *high school is too late for effective intervention with at-risk students; effective dropout prevention begins in elementary school, or even in preschool programs.*

With large numbers of minority students at risk of dropping out, dropout prevention efforts are essential as a first step in assisting these students to achieve at every level and to continue into higher education and beyond. Dropout prevention and developmental programs are critical steps leading to minority faculty recruitment.

Factors Limiting Minority Participation in Higher Education

Without question, opportunities for minority participation in higher education faculties and administrations have been limited primarily by prejudice and what has been termed "ghettoization." Arturo Madrid, former president of the National Chicano Council on Higher Education, assesses the extent of limited opportunities for Chicanos and Puerto Ricans:

"The reasons why many Chicanos and Puerto Ricans have been unable to obtain positions are various, and we must not shrink from those that are troublesome . . . Far more usual are those [scholars] who have not been able to obtain a position because their area of research is the Chicano or Puerto Rican experience; because their degree is not from a prestigious department or university; because they did not understand that they had to acquire a mentor or a sponsor while in graduate school; or because of institutional resistance" (Madrid, in Valverde and Garcia 1982, 29).

Compounding the problem involving these considerations is the concentration of minority group members in certain disciplines and offices. Blacks are concentrated, for example, in the fields of education and the social sciences; Hispanics follow similar, but not as dramatic, patterns (Green 1989, 82). Generally, the faculty appointments held by minority teacher/scholars on American campuses are at the lower end of the prestige scale. Similarly, many minority administrators head TRIO programs, Equal Opportunity programs, or other minority programs dependent on soft money or are trapped in dead-end positions with little hope of attaining real influence or promotion to a career ladder position on campus.

Another important feature of minority participation in postsecondary education is its concentration in community colleges. The explosion of access to higher education did not encompass widespread participation of minorities in four-year colleges and universities.

Obstacles to Minorities on Campus

From one perspective, two major obstacles have deterred minority advancement on majority campuses: first, there is a general and usually unspoken belief by non-minority persons in mainstream institutions that hiring minorities through affirmative action programs threatens their jobs or the prestige of their departments or institutions. A second obstacle is the resistance of majority persons to confronting cultural differences and validating those differences.

A multicultural, pluralist society needs to be reflected and modeled through the culture and curricula of colleges and universities. Many institutions have demonstrated that this may be accomplished without damaging quality or replacing the study of the Western tradition. An American Indian perspective on this issue illustrates the point:

"Universities must change their curricula to reflect a multicultural society. They must develop courses that

address Indian issues from Indian perspectives. They must invigorate teacher training programs by including classes focusing on Indian education and cultural issues. In the process, academia should establish linkages with Indian tribes and communities in order to ensure accuracy" (American Indian . . . 1989, 6).

Many organizations (including the NEA) and institutions have developed and published ways to contend with these obstacles and integrate minorities into the mainstream of campus activity.

From another perspective, entrenched stereotypical prejudices impair efforts toward diversity. "It's the attitude and opinion that will drive policy," says Albert Camarillo, Associate Professor of History at Stanford University, "and the only way we can begin to change is to discard old traditional justifications for saying things aren't going to work." (Quoted in Spann 1988, 5).

In a report entitled *Achieving Faculty Diversity*, a committee at the University of Wisconsin identified five negative attitudes or assumptions about minority candidates as the biggest obstacles to fulfilling the institutions' affirmative action goals. Those five were:

They aren't the best qualified.
There aren't any of them out there.
They'll want astronomical salaries.
They won't want to live here.
We're already doing all we can.

(Spann 1988, p.5-8).

These attitudes are found at most other colleges and universities across the nation.

Another study, *The University of California in the Twenty-First Century*, was published in 1987 to help that multi-campus institution improve its recruitment and retention of women and minority to faculty positions. It sought comparisons between conditions, activities, and attitudes throughout the University of California (UC) system, and those in other universities considered to be successful in minority faculty recruitment. In the most general terms, the researchers concluded that perceptions were critically important; that the entire academic community must perceive that the institution is fully committed to increasing minority participation. To accomplish this, the researchers wrote, the university must be convincing that it is moving from commitment to action (Justus, Freitag, and Parker, 1987, 8). As a result of this study and related activities, the UC established a program of hiring

younger faculty, with an emphasis on minorities, to replace senior scholars before the latter's retirement, so the younger scholars would have ample opportunity, including a reduced teaching load, to develop their skills before assuming overall responsibility for the university's academic programs.

Few institutions have the resources to implement a plan similar to California's; however, more efforts like these are needed across the country if this national problem is to be resolved.

CHAPTER 2. MINORITY RECRUITMENT PROGRAMS THAT WORK: COMPONENTS AND PROCEDURES

Several of the studies cited in the preceding chapter described key elements for institutional success in the recruitment of minorities, especially into faculty positions. Here are four of the most common.

1. Leadership:

Leadership from the board of trustees and the president is emphasized repeatedly as one of the fundamental prerequisites for the success of efforts to recruit minorities. Governing boards and chief executive officers must be fully committed. This commitment must be expressed symbolically and by their actions. Their support must also be followed by leadership from deans, department chairs, and faculty search committees if institutional change is to occur.

2. A Plan

Regardless of good intentions, leadership is ineffective without a sound plan. Colleges and universities that want to be successful will develop comprehensive and realistic plans which address not only faculty hiring, but every aspect of the pipeline over which they have influence--from pre-college programs to doctoral and post-doctoral fellowship programs (if they grant doctoral degrees). Such plans must be developed through regular and lengthy consultations with Black, Hispanic, American Indian and Asian American faculty members, staff, students, and community groups—all sectors of the university community.

3. An Institution-wide Approach

Such an approach is directly related to the importance of a comprehensive institutional plan. The American Council on Education recommends that:

> Improving minority participation becomes a goal for all departments and academic units, a factor in the strategic planning progress, a criterion by which individuals and units are evaluated. All involved must understand how the

pieces fit together, and how their own roles and responsibilities relate to the whole.

4. Expanding the Pool and the Pipeline

As noted earlier, the supply of minority faculty candidates with PhDs is shrinking or is limited. Creative and comprehensive approaches are needed to identify not only existing candidates, but also potential candidates early in their careers. In this regard, the University of California has identified two important weaknesses on campuses:

> First, most faculty and administrators involved seemed to lack a clear vision of the necessary links, the way in which one program builds on another. Second, while most understood that unless minorities were encouraged at one end of the academic "pipeline," they could not emerge from the other end, most failed to see that, taken together, the programs themselves form a coherent whole— . . . When we talk about the "pipeline approach" then, we are referring to the strategy that plans a series of programs to build logically, starting from what has been defined in the literature as the earliest point for effective intervention—the junior high school years—and continuing through tenure and beyond (Justus, Freitag, and Parker, 56-57).

The pipeline extends beyond the identification of potential academic candidates early in their schooling. It continues throughout an individual's entire career:

> [W]e are recommending that faculty and administrators recognize that they must (1) find undergraduates to motivate for graduate school; (2) groom and support graduate students to excel and to pursue postdoctoral opportunities; (3) encourage and enable junior faculty to produce first-rate research; and (4) recognize and develop senior faculty to become both role models and active leaders in governance and administrative structures. The pipeline approach depends on the movement of underrepresented faculty all along the career trajectory (Justus, Freitag, and Parker 1987, 57).

5. Financial Support

Programs to increase minority representation among students, faculty, and staff require not only a change in attitudes and comprehensive planning, they also require

sufficient financial support. The question of financial aid for minorities emerges early in considering the "pipeline." It continues from this early period through undergraduate school to graduate and postdoctoral work. The issue becomes what the University of Wisconsin calls the "unbroken financial aid ladder" (Spann 1989, 40). With Federal student aid being generally more difficult to obtain, there is more need than before for state and local programs to guide minority students in understanding the forms of assistance available and how to apply. Minority youth must learn at the earliest age possible that a college education is a realistic, attainable goal; that the American dream may not be as impossible as it may seem from their perspective.

Chapter 3: Mentoring in Higher Education: Assisting Minority Students and Faculty Members

This chapter will define mentoring and will discuss how it has traditionally worked in American colleges and universities, at least in doctoral programs. It will explore the main obstacles to establishing mentoring programs for minorities and women faculty. Naturally, it is assumed that a problem is easier to solve as its origins, dimensions, and dynamics are understood. Readers are then offered some specific ways to establish and support mentoring programs for minority students and faculty members.

Mentoring may be defined as a process in which one person, usually of superior rank, achievement, and prestige, guides the development of or sponsors another person, who is seen as the protégé. Mentoring may involve an informal or formal relationship between mentor and protegee. It may be encouraged and supported by an organization, or required as part of a job or program. In American graduate schools, the most common mentoring relationship is found between doctoral candidates and their dissertation advisors.

Mentoring and role modeling are not synonymous. Role models may not be mentors, but mentors usually serve as role models. It is a mistake to assume that all university faculty want to be either role models or mentors, but the latter is expected of graduate faculty. It is also a mistake to assume that all minority faculty will elect to serve as mentors of minority students. Many minority faculty members must spend time developing their own research and teaching abilities to assure attainment of tenure and academic security. Yet most minority faculty will serve as role models.

Most authorities agree that mentoring involves many, if not all, of the following activities: teaching and shared scholarship; advice and counsel; assistance and support; motivation and encouragement; sponsorship and facilitation of a career; scholarship and criticism; and protection. The mentor guides the protegee, passing along the culture of the profession while instilling in the student a loyalty to the discipline. During the long and often lonely process of writing a dissertation or completing a major research project, the mentor is the only point of contact the student has with the institution, serving as the gatekeeper to the degree.

One scholar described mentoring as an "intense, close,

exceptionally interactive, and complex relationship" (Blackwell, 30). This relationship invariably involves mutual respect and trust between the parties, even if there is no doubt about which one exercises control and authority. The relationship seems to follow a somewhat predictable cycle. The process begins with the initiation of the relationship; it is followed by cultivation, the defining of parameters and growth, and then ends in separation as the student finishes his/her studies. The relationship may then be redefined. The parties may well remain important to each other, as colleagues and friends, throughout the remainder of their lives.

Mentoring usually involves two persons with similar backgrounds, interests, and perspectives—people who enjoy a common language, culture, and professional goals. Research indicates that most mentoring relationships at American universities are among white males (Justus, Freitag, and Parker 1987, 52-4). They meet within a relatively comfortable environment—in a small social and intellectual group within a department or college. Within this environment, the development of the relationship is somewhat spontaneous and usually unplanned. They size each other up, looking for what the other might bring to the relationship, asking if the relationship will be worth the effort. Each will react instinctively—to a large degree—on the basis of how well they like and might trust each other. Regardless of how it is achieved, the relationship will have serious professional consequences. The student wants a professor who can guide, even launch, the student toward success, a professor whose luster—on and beyond the campus—will enhance the student's status. The professor is usually looking for a student whose work will add to that luster and record of publications or discovery. Because of these practical considerations, most mentoring relationships are constructive and productive, even if they involve limited respect or affection. While many mentoring relationships continue as lifelong friendships, as extended families, some end in failure and disillusionment; every graduate student knows at least one instructor who never finished the Ph.D. because of a falling out with a mentor.

Formal and informal mentoring has been largely limited to graduate school. Some exceptional students in larger undergraduate schools may find mentors among the faculty, and it is likely that a higher percentage at smaller, teaching institutions do. Yet with so many courses at the university level being taught or tutored by graduate students (GAs and TAs), the possibility of an undergraduate achieving a true mentoring relationship with a bona fide faculty member at most universities is highly unlikely.

Mentoring of faculty by faculty—peer mentoring—also seems to be the exception. Given what we know about the nature and extent of mentoring in universities, it seems unlikely that majority faculty will make a special effort to mentor minority faculty. This, however, is not primarily the result of racial or ethnic prejudices. The mentoring process simply flies in the face of a well established tradition in American universities: the departmental or institutional neglect of new university faculty for the first two or three years of their career. Some are ignored until their names first come up on a list for a decision on promotion and tenure.

New faculty, especially minorities, need mentors, but the practice will be difficult to establish. In an NEA booklet offering candid advice to new, untenured or probationary faculty, they were directed to "Find a mentor—someone who is respected and who knows the ropes . . . A mentor might also help keep you free from some of the bad assignments that could be dropped in your lap." ("Entering the Profession" 9) This mentor is also expected to give advice throughout the probationary period, including during the promotion and tenure process. Experience has shown that influential mentors can be critical factors in these proceedings.

Given the situation on most campuses, it is logical to assume that many majority faculty members have difficulty in accepting women or minority students or even other faculty members as their protégés. Mentors and protégés engage in a complex relationship—involving trust as well as subservience on occasion and subtle forms of communications, verbal and non-verbal. Minority students, who may be unfamiliar with the folkways and mores of the majority academic culture, may not be prepared to enter comfortably into the relationship with all the mentor/student nuances. Pride, uncertainty, or even over-eagerness may chill the potential for a mentoring relationship. "Signals" may be misread or missed completely. Prejudices, conscious and subconscious, may interfere as well.

Women and minorities suffer the effect of similar prejudices, but the former, including minority women, face a special problem, i.e. sexual harassment, a serious problem on campuses for decades. Mentor-protégé relationships between men and women, students and peers, may lead to a sexual or affectional relationship. (Gay men and lesbian women face similar situations, too.) Too often the object of the affection is reluctant or unwilling to entertain the suggestions or advances. It is for these reasons that the NEA recommended that faculty members not enter into sexual relations with their students, even when the student is an adult. Applied to peer relationships, the policy would also exclude situations where mentors

have roles in making the decision to award tenure to their protégés. (NEA resolution) The threat of charges of sexual harassment or the possibility of a genuine romantic relationship developing makes some faculty members reluctant to enter into mentoring relationships with individuals of the opposite sex or similar sexual preferences. Others may be reluctant because of concerns that colleagues may perceive the relationship to be more than a professional one.

There are many reasons why large scale recruitment and mentoring of minority students and faculty may be difficult to achieve. To be sure, invidious discrimination remains a major problem on many American campuses, even for women who now constitute a majority of college students. What confounds the students and faculty members caught in this situation is that most majority faculty vehemently deny any racial, ethnic, or sexual prejudices. They openly resent that anyone could possibly think that they or their colleagues could harbor any such prejudices or predilections. What does exist that interferes with the development of a relationship is the lack of a common experience and, sometimes, the lack of a common vocabulary.

But those who understand such things–those who have been the victims of discrimination, who come from minority cultures–know that gender, sexual preferences, race, and ethnicity are deep and abiding considerations, factors that will forever influence their thought and action and the reactions of and to the dominant culture. They do not believe that majority faculty can be "color blind" and free of all prejudice. They want majority faculty first to be honest about their feelings and to confront their prejudices, and then to take steps to remedy the situation. Minorities and women are increasingly loath to give up who they are in order to be assimilated or to conform to a majority norm and thereby finish their apprenticeship in the academy.

Given this complex situation, traditional practices, and deep-seated cultural attitudes, how can mentoring programs for minorities be established? What activities might be useful?

1. Minority students and majority educators need to be placed in culturally diverse situations from an early age. This will help bridge the communications gap described above.

2. Majority faculty need to seek a greater understanding of the cultural background of minority students. Again, this will improve communication and cross-cultural understanding.

3. Following careful screening and matching, minority students in colleges and universities should be assigned majority faculty advisers, as a supplement to their regular advisors. The supplemental advisor functions more as a mentor and less as a traditional college advisor.

4. Majority faculty should be involved in programs designed to recruit minority students into the teaching profession at an early age and help prepare these students for the key transition points in an academic career.

5. All graduate students, especially minorities, should meet regularly with graduate faculty members, formally and informally, to learn about their profession. They should be placed in situations where the parties talk about themselves, their lives, and aspirations, where a common culture based on academic interests can develop.

6. Graduate students should be given a formal orientation by the department in the written and unwritten rules of earning the Ph.D. and succeeding in the profession. Some states have special programs to help minority students overcome barriers along the way.

7. Departments should also convene groups to discuss specifically how the department and discipline are adjusting to the social and educational dynamics on campus and in the nation. Departments should report periodically to all concerned on their efforts to recruit and retain minority students and faculty. Departments should seek to establish at least one relationship with a public school with a high percentage of minority students to encourage these students to consider academic careers and to work with "at-risk" youth.

8. Departments should be expected to create a mentoring program for all new faculty. After appropriate introductions and informal opportunities for potential mentors and protegees to meet, tenured faculty should agree to accept new faculty as protegees and be expected to stay close to the person until tenure is awarded or the protegee leaves the institution.

9. Departments should also give new faculty, especially minority faculty, adequate support and encouragement. A benign neglect of junior faculty, minority or otherwise, will no longer suffice.

As the examples and resources included in Appendix B

indicate, many institutions are introducing formal mentoring programs to support and guide minorities through the high risk periods. However, there are many who worry that the situation on most campuses is worsening as minority participation rates continue to decline and as more violent acts against minorities and women are reported.

To a large degree, the struggle is over the resources of the university. With the serious economic conditions in most parts of the country, it may be the worst of times to attempt major changes. To offer new courses, programs, and curricula, funds must often be taken away from existing programs and allocated to new programs or departments. In the most general terms, economic recovery in the country may give universities more resources to implement needed changes. Mentoring and other support programs for minorities may benefit from an economic recovery. But, to be sure, most major universities have enough flexibility in their budgets to begin modest pilot programs along these lines.

Chapter 4. Conclusion: The Role of Faculty and Staff Organizations

Effective mentoring programs could greatly increase the recruitment of minority students into the teaching profession and increase the rate of success of these students as they strive for faculty appointments, promotion, tenure, and professional recognition. Whether or not mainstream (majority) faculty will make such an effort is questionable.

What is the interest of faculty and staff unions? Clearly, the basic responsibility of a union is to represent its members effectively and to protect the bargaining contract. Cases of discrimination against individuals or groups should be prosecuted aggressively, of course. Statistical methods, such as multiple regression analysis, are to be used to identify possible cases of invidious and illegal discrimination.

Apart from contractual considerations, the leaders of the employee unions on campus, especially the faculty union, can become proactive and can offer leadership in the whole area of equal opportunity and affirmative action. Leaders can also encourage the establishment of mentoring programs for women and minorities. In fact, in some industries, such programs are more likely operated under the auspices of the union than the employer. Assisting new faculty, including minorities, also serves an immediate political need—building support for the union.

Faculty unions can also help remedy the problem of declining minority participation in the profession by negotiating to create more full-time teaching positions. The number of full-time teaching positions in American colleges and universities has not changed much since the early 1970s. At research universities there is evidence that the number of full-time, tenure-track faculty positions has actually decreased since 1971. However, the number of part-time faculty positions has increased dramatically. Minority faculty in the part-time ranks should be given careful consideration for tenure-track vacancies as they arise.

Multiculturalism, diversity, and pluralism on campus are goals that faculty unions can help achieve. These organizations have funds to sponsor workshops, in-service training, guest speakers, and trainers. They can work with the administration or independently. Perhaps they can help make the case for "strength through diversity."

Unions can help convince mainstream faculty that diversity—among students and faculty—should be embraced and

used to rejuvenate curricula. By resisting strongly and—in some cases—blindly the demands for change, those who thrive on conflict and confrontation are given unjustified prominence. Mainstream faculty must understand that their set of values, formed largely in the Western tradition, is subject to reconsideration, reinterpretation and rejuvenation.

On the other side of the debate, those who advocate drastic changes in course, programs, and curricula are obligated to demonstrate more clearly that these changes are warranted and that they will add substantive value to the preparation of undergraduates. The current debate on American college campuses revolves around the issue of what will constitute quality or high standards in scholarship, research, and publication, and who will interpret and apply these standards. Mainstream faculty, who have inherited and modified these standards cannot deny entry to the guild to those with other cultural, ethnic, and racial backgrounds. They may, however, demand that the newcomers master the traditions before they agree to listen intently to new theories about the evolution of civilizations.

The demographic fact remains: one-third or more of college and university faculty will retire over the next decade. For these, it will soon be time to pass the torch to a new generation of scholars. Through effective communications, by seeking understanding at a human level and, finally, by compromise, mainstream faculty will be able to pass gracefully from the scene, leaving the discovery and dissemination of knowledge in the hands of a prepared and qualified cohort of new scholars. The chances of this happening are far greater if minority mentoring programs are widely adopted at American colleges and universities.

Appendix A

Mentoring to Increase Minority Participation In Higher Education–The Faculty's Role *

The number of minority faculty and students in higher education is disproportionately low. This inadequate participation, particularly by African Americans, Hispanics, Native Americans, and to some extent Asian Americans, continues despite increases in their rates of high school completion. We anticipate that absent significant intervention, minority participation in graduate schools and on faculties will decline even further.

Both the American Association of University Professors and the National Education Association have issued policy statements supporting programs to improve the participation of minority students, teachers, and faculty at all levels of education. As faculty organizations familiar with the impact of social policy on minority access and success in higher education, AAUP and NEA will continue to work for increased financial support and expanded social programs essential to assure genuine equality of opportunity for all citizens.

Recruitment of minorities to colleges and universities is only the first step. Once minority students and faculty are on campus, hurdles continue to impede their chances for success. In many instances, the minority students' pre-college educational experience has not prepared them to live independently away from the home environment or to meet the challenges at the "majority institutions." There are too few minority faculty and staff to serve as role models, there is inadequate support for minority social and cultural life, and there are recurrent instances of racially motivated conflict and violence on campus. Minority faculty often face discrimination in salary, tenure and promotion decisions.

Other generic circumstances which tend to marginalize education and, thereby, minimize student involvement in a culture of learning especially impact minority students. These include, excessive reliance on part-time faculty, part-time students, and large classes. Moreover, economically disadvantaged minority students are increasingly tracked into those community college and vocational programs that less often lead to baccalaureate and graduate education.

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*This statement represents a consensus of the participants at a meeting jointly sponsored by AAUP and NEA, June 1990, in Washington D.C. It has been approved by the governing bodies of both organizaitons.

Faculty in any college or program have a responsibility to offer minority students and colleagues support, encouragement, and mentoring. Faculty should also recognize and seek to understand the various cultures of their students. Student attitudes often reflect their cultural backgrounds, and faculty can more effectively teach students whose cultures they understand. In some instances, multi-cultural understanding may prompt revisions in courses and curricula so that previously ignored voices and perspectives may be explored.

As higher education leaders, we will seek to increase faculty involvement in ensuring minority academic achievement, particularly through individual attention and mentoring activities. The AAUP and the NEA will prepare jointly a resource list of examples of mentoring programs currently employed in higher education. In addition, we will distribute the list to our affiliates for use as models. Our respective organizations may also apply for grants to help fund mentoring programs. . . .

The strategies outlined below focus on the immediate and direct contributions faculty themselves can make to increase minority participation and achievement through mentoring—type activities. However, this should not diminish other efforts by the faculty, as well as the administrations and governing boards, to increase minority participation.

1. *Bridge Programs or Activities:* Ensuring that minority students enter college requires early intervention and cooperation between elementary and secondary schools, and colleges and universities. Faculty can contribute to this cooperation through their national associations and/or at their campus.

- Faculty can enhance minority access to more advanced education and scholarship by seeking out their colleagues in other segments of education (including schools, two and four-year colleges, and graduate programs) in order to identify students with the desire and potential to continue their education. For example, high school teachers may be invited to identify students with academic potential and introduce them to college teachers and students who will sponsor them through the undergraduate years and then assist them with finding a mentor in graduate school. Faculty should seek to form mentoring relationships with students or teachers that provide an opportunity for encouragement, counseling, academic guidance, and facilitation.
- Faculty should work with their colleagues in preparatory

programs, or draw them into collaborative work in more advanced programs, in order to assure suitable standards of preparation and to minimize unnecessary barriers to entry into four-year colleges.

2. *Undergraduate Activities and Programs:* Undergraduate mentoring must adapt to varied circumstances from the all-encompassing small college campuses where students may need opportunities for alternatives to the prevailing campus culture, to the part-time commuter program whose students experience college only as weekly, off-campus lectures.

- In large and commuter institutions, where many minority undergraduates are enrolled, faculty need to offer a level of individual academic encouragement, guidance and support not normally found; faculty should promote office visits, facilitate and assist group study sessions, participate in discussion groups, workshops or laboratories, involve students in their research, participate in summer study and research programs, and work with student organizations to design peer mentoring and group support networks.
- In smaller group settings and classes, faculty should provide minority students the opportunity to pursue studies and activities which reflect and enhance the dialectic between the academic culture and their own.
- Faculty should identify minority students with whom they can develop sustained academic relationships including directing these students to other faculty colleagues for support.
- In institutions relying on formal programs to provide the advising, instructional services, extra-curricular academic culture, counseling and career opportunities offered by faculty members in the past, faculty should work to link these programs to their academic disciplines, to demonstrate a personal academic commitment, and to provide examples of benefits or opportunities accrued from academic experiences.
- Faculty should encourage minority students to consider graduate work.

3. Graduate Activities and Programs: Mentoring relationships are most characteristic of and persistent in graduate programs. Special attention to the mentoring needs of minority students is required because of the inadequate numbers of minority faculty and the presence of a "prove yourself first" attitude which discourages many students.

- Faculty should be alert to the needs of those minority students who are not assigned as research assistants to specific faculty and might, therefore, not receive the socialization and support generally provided research assistants.
- All students need advisors who offer broad guidance and support through a mentoring relationship. Faculty should provide career guidance and support regardless of the student's background.

4. *Collegial Mentoring Relationships:* In these competitive times, all new faculty need encouragement and support. But minority colleagues in particular tend to be more isolated, more burdened with the service activities we advise other junior faculty colleagues to defer, and subject to recurrent discrimination and resentment. Therefore, we recommend the following:

- Faculty should create opportunities to collaborate and/or pair with minority colleagues in curricular and scholarly endeavors that provide an opportunity for professional development.
- Faculty should provide a climate for minority colleagues that offers an effective opportunity for full collegiality and a respect for individuality.
- Senior faculty should insure that minority faculty receive the guidance and support generally available to other new faculty, including protection from excessive service and teaching requirements. . . . . .

The strategies outlined above are general and are intended to suggest a much wider range of activities, beginning even in early childhood, that could contribute toward the goal of broader participation throughout higher education. Although the immediate goal of such enhanced mentoring activity is increased minority participation and achievement in higher education, as we move toward this goal we may contribute also to a general reinvigoration of academic life in which increased diversity and community are joined in scholarly achievement.

Appendix B

Appendix B is a list of mentoring programs in various institutions. The list contains a brief description of the programs and contact people on each campus should readers wish more information. The list is for reference only. The NEA does not endorse any of the programs contained therein.

California

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
9001 Stockdale Highway, Bakersfield, CA 93311

Description: The Mentor Program consists of three components—a mentor relationship, a mentor class, and a mentor club. Ten faculty from various disciplines recruit 10 mentees each from lists of under-represented students, with an emphasis on sophomore transfers. Mentors are selected to represent a variety of disciplines, and they receive a one-course reduction as compensation. They attend training sessions during the year to help deal with such concerns as recruitment and relationship development. Faculty are encouraged to work on developing a mentoring relationship in the Fall quarter, to promote group interaction in the Winter quarter, and to participate in a major mentor club activity in the Spring. The mentor class is a one-unit course offered each quarter. Its themes are "Succeeding in College," "Succeeding in Careers," and "Succeeding in Life." Finally, mentees become part of a campus mentor club which sponsors extracurricular activities such as a picnic and fundraising. The primary objective of the program is to provide an opportunity for students to make meaningful contacts with faculty and others who can enhance their educational experiences.

Achievements and Quirks: (1) There has been positive feedback from those who participate, but recruitment remains a major problem. The program is developing contacts with other existing programs, such as the Academic Advancement Office and minority scholarship programs, to enlarge the recruitment pool. (2) Staff have begun to clarify the nature of the program—a network, a class, and a club—to develop a clearer campus identity. A part of that identity is to be a non-remedial organization that provides meaningful information, contacts, and support for achieving a quality education.

Contact: Richard C. Noel (805) 664-3467

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
1000 E. Victoria St., Carson, CA 90747

Description: The Faculty Mentoring Program was initiated in 1987 to improve the quality of the educational experience and increase the number of minority graduating students. The University has received $120,000 in funding. The target population is under-represented minorities, specifically Black, American Indian, Mexican American and other Hispanic students. Students are first-time freshman who are the first

generation of their families to attend college. All eligible students are sent a letter of invitation upon acceptance to the University, and about 125 students join the program. Ten faculty are selected each semester to act as mentors, and each receives a maximum of three units of assigned time per semester to interact with 10-12 students and to participate in program activities. The director receives six units of assigned time per semester to supervise and administer the program. Volunteer mentors are assigned one to five students.

Typical duties of the faculty mentor: meet with assigned students on a regular, mutually convenient schedule, monitor academic performance, document meetings, assist in developing career/academic goals, facilitate adaptation to the university environment, counsel as needed, and refer to support services. Faculty attend monthly meetings to discuss relevant issues related to student progress, problems, and achievements. Students remain with the program officially for one academic year. Thereafter, the mentor-student relationship may continue on a volunteer basis.

Achievements and Quirks: (1) Faculty receive the "Faculty Mentor Handbook" containing sample university and program forms, steps for a successful relationship, strategies for effective mentoring, administrative protocol, and cultural awareness information. Faculty also receive training on developing mentor relationships, advising new students, assisting troubled students, cultural conflict, and other topics. (2) Students receive the "Student Survival Kit" which includes tips on decision making, effective listening, memory enhancement, test taking, time management, career planning, student club information, and general guidance to the university. (3) Special activities include: family and student orientation, theatre productions, guest lecturers, math skills workshops, career planning sessions, recognition day, and socials. The program sponsors a quarterly newsletter. (4) Future plans include monitoring of student academic progress and longitudinal retention studies.

Contact: Joyce Johnson (310) 516-3644

CALIFORNIA STATE UNIVERSITY, FULLERTON
Fullerton, CA 92634

Description: The University Mentor Program is one of many efforts on campus intended to improve the retention and graduation rates of under-represented students. In 1991, there were about 240 volunteer mentors, more than 200 of whom were faculty. The remainder were counselors and administrators. Typically, mentors meet with their students once or twice per month. During the fall, the President holds two receptions for all mentors and protégés.

The program is organized by school. Each schools' mentors are coordinated by a faculty Educational Equity Director. Each director receives a one-course reduction as compensation to direct the program and other equity activities within the school. The program as a whole is overseen by a faculty University Educational Equity Director, with the responsibility to organize mentor training. This usually consists of two day-long workshops before the fall semester, periodic workshops throughout the year, and a series of eight afternoon workshops during the spring semester targeted at new mentors and new faculty. Stipends are sometimes offered to mentors to participate in training. Funding for the program comes from state lottery funds and campus contributions.

Each summer, invitations to the program are sent to all newly admitted under-represented students. A special invitation is extended to students in the Summer Bridge Program and EOP. However, non-minority students who apply to the program are also provided mentors when possible. On the average, mentors are responsible for two students. In 1990-91, 480 students participated in the mentor program.

Achievements and Quirks: (1) An experimental peer mentoring program was initiated in 1990, and in the spring of 1992, a mentoring program pairing students in the Minority Engineering Program with engineers in local industry was initiated. (2) A mentoring program for black high school students was organized by the University Outreach Office.

Contact: Educational Equity Office (714) 773-3709

CALIFORNIA STATE UNIVERSITY, HAYWARD
25800 Carlos Bee Boulevard, Hatward, CA 94542

Description: The Mentor Program has two components: the Faculty Mentoring Component and the Student Mentoring Component. Under the Faculty Mentoring Component, students are assigned individual faculty or administrative mentors. Faculty mentors are expected to meet weekly or as often as possible with their students to provide social and personal counseling as well as academic support and encouragement. The Student Mentoring Program uses the concept of peer counseling to develop a team of students who engage in various activities ranging from individual counseling and social gatherings to study groups. Participants are assigned in groups of five to student mentors who report to an experienced graduate assistant. The graduate assistant supervises the activities of the student mentors and acts as a support system for them. The participant groups are organized within majors to facilitate mutually interesting activities.

Potential participants either contact the mentoring office

or are referred through various campus programs or by individual faculty for assignment. They receive introductory phone calls and letters informing them of their prospective mentors. The mentoring office serves as a clearinghouse for assigning mentors and students and for conducting follow-up interviews to determine if participants/mentor contact has been made.

Faculty mentors attend at least three seminars each academic year related to program goals and objectives, multicultural sensitivity, and relationship building. First quarter peer mentors receive weekly seminars from a planned curriculum related to peer mentoring. They are also required to attend three workshops on time management, study skills, and test-taking skills. Advanced peer mentors meet every two weeks for training and group discussions and meet weekly with the supervising graduate assistant. Students receive one unit credit for their training activities each quarter.

Achievements and Quirks: Several activities have been instituted to encourage program participation: A monthly newsletter is published. Mentors and participants are called periodically to ensure that contact is being maintained. The director serves as a consultant to faculty and students who have concerns related to establishing relationships. Informal brown bag luncheons involving four to five faculty mentors and the director have been very effective in providing support to faculty mentors.

Contact: Assistant Vice President Mack Lovett (415) 881-7476

CALIFORNIA STATE UNIVERSITY, LONG BEACH
1250 Bellflower Blvd., Long Beach, CA 90840

Description: The "Partners for Success" Faculty/Student Mentoring program seeks to match faculty with students who are under-represented in the University's student population. Faculty mentors are primarily responsible for assisting students in their adjustment to University life. Mentors also attempt to help students develop a sense of direction as they progress toward graduation and begin to establish career goals. Faculty mentors may also provide advice to students who are experiencing difficulty in their personal lives which may adversely impact their academic performance. Students whose problems require interventions beyond the scope of the mentoring program are referred to appropriate university programs and services. The "Partners for Success" program was initiated in 1987 with the organizing principle of improved student retention as a primary objective.

Contact: Associate Vice President Doug Robinson (213) 985-5587

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University, Los Angeles 90032

Description: The Partnership for Academic Learning and Success (PALS) is a faculty/student mentoring program designed to enhance the retention of under-represented first-time freshmen by integrating them into the University by the end of their first year. About 350 to 400 freshmen are individually paired with one of 32-36 peer mentors who are advanced students with similar majors and career interests and are responsible for assisting freshmen in meeting the challenges of the first year of college.

The PALS program is school-based, and six faculty coordinators, one from each of the five schools and one from the Academic Advisement and Information Center (for undecided students), are actively involved in the program. Coordinators meet weekly with their team of mentors. Training sessions and workshops on subjects such as mentoring styles, cross-cultural communication, improving communication and phone skills, helping students with personal problems, conflict resolution, and stress reduction have been offered for the peer mentors. Academic programs geared toward assisting freshmen in library skills, test and note-taking and study skills, choosing a career, and computer resources and skills, supplemented by cultural/social activities, are key elements of the PALS program.

Peer mentors contact their 10-15 freshmen weekly and maintain a file for each student in which contacts and pertinent information are recorded. A major goal is to insure that freshmen take the English and Math placement tests and enroll in appropriate Basic Subject General Education courses in a timely manner.

Mentors refer students to their major department (or Academic Advisement and Information Center) advisors for specific academic advice. PALS also concentrates on helping freshmen remove academic probationary status. As soon as grades are available at the end of Winter and Spring quarters, PALS freshmen on probation are identified and advised to schedule a needs assessment in the Learning Resource Center or, if they are in EOP, to attend the required probation workshops. Mentors follow up to insure freshmen are taking appropriate action.

Achievements and Quirks: (1) At the end of Spring 1990, only 44% of PALS freshmen had taken the ELM test and 45% had taken the EPT. At the end of Winter 1992, 83% of PALS freshmen had taken ELM and 79% had taken the EPT. (2)

Results from a 1989-90 evaluation revealed that freshmen in the PALS program attempted and earned significantly more units and grade points than non-participants.

Contact: Dr. William Darrough, Faculty Director (213) 343-3184

CALIFORNIA STATE POLYTECHNIC UNIVERSITY,POMONA
3001 W. Temple Ave., Pomona, CA 91768

Description: The Faculty Student Mentor Program is directed by ten faculty mentors from the various colleges at the university. These faculty members supervise five to eight student mentors from their respective colleges. These peer mentors are assigned five to seven student protégés from the same college. This pyramid-type operation is designed to reach more first-time students per faculty member than would be possible with a direct faculty-to-student mentoring program. The long term goals of the program are (1) to improve the retention and graduation rates of under-represented minority students in baccalaureate programs in all colleges and (2) to increase the achievement of academic excellence by under-represented minority students in all colleges.

Training for faculty mentors and student mentors begins with two-day sessions just prior to classes beginning in the fall and continues throughout the academic year with student support training for the student mentors. An open forum for sharing ideas by faculty mentors is conducted regularly. Informal social gatherings are held. Pizza lunches are held within each college with the primary purpose being to provide a relaxed forum for participants to get acquainted with each other. These have proven to be very successful. Student mentors keep records of all meetings in a log book, and they submit a monthly report summarizing the contacts with their protégés. At the end of each quarter, student mentor and protégé grades are reviewed. Faculty mentors provide advice to the student mentors for each protégé. The data base has been well established to track past and current protégé academic progress.

Achievements and Quirks: (1) Retention rates in the program are high. For example, 356 protégés were assigned to mentors in September. As of February, 1992, 295 protégés were still participating. About 65 student mentors were recruited in September, and 62 are still active as of this date. (2) Protégés' grades are higher overall than the average comparable university student.

Contact: Dr. Mary Jo Oliver, Professor & Lead Mentor (714) 869-4428

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J St., Sacramento, CA 95819

Description: The Faculty/Student Mentor Program consists of faculty, peer mentors and protégés. Program faculty receive a one-course reduction as compensation for the time spent in the tutoring process. All minorities are sent a letter urging them to apply for the program. Interested students are divided in groups of five by major and assigned to a faculty mentor who meets with them weekly on a group or individual basis. Peer mentors have been hired to help the faculty plan activities for their groups. Once a month all the participants get together for a lecture, social function or other activity. The objective of this program is to integrate minority students into the academic community and thereby improve minority retention.

Achievements and Quirks: (1) Students who participate have a higher retention rate than those who don't. (2) The group format promotes community building and comradery and contributes to the students' comfort in the university. (3) Problems revolve around keeping some students in the mentoring program; students who drop out are generally experiencing more academic difficulty than students who stay in the program. (4) The program is exploring strategies to prevent attrition. (5) The University has received $100,000 in funding for this program. (6) This program spawned the University Mentor Program described below.

Contact: Professor John Maxwell (916) 278-7332

Description: The University Mentor Program is a volunteer faculty-student program involving approximately 15% of the full-time faculty. Several Student Affairs staff serve as mentors, usually for undecided students.

The coordinator of the program receives a one-course reduction as compensation, plus the help of a student assistant. The assistant works with admission and retention programs to identify entering under-represented students who might benefit from having a mentor. If interested, these students are assigned a mentor in their academic department.

A one-day training session for the mentors is conducted each January, prior to the beginning of the spring semester. Directors of Student Services offices describe how their offices function and give examples of circumstances for which referrals would be appropriate.

Contact: Professor Dan Decious (916) 278-7016

CALIFORNIA STATE UNIVERSITY, STANISLAUS
801 W. Monte Vista, Turlock, CA 95380

Description: Ten percent of the faculty are involved in the Faculty Mentor Program. Participating volunteer faculty can earn one weighted teaching unit for every three students assigned to them. All targeted students are sent a letter urging them to apply for the program. Protégés select their faculty mentor. They participate in on-going training which includes review of the program's objectives, team building, developing cultural awareness and understanding diversity. In addition to one-to-one meetings, the faculty and protégés meet bimonthly to participate in co-curricular activities arranged by the program. Once a month all mentors get together to reflect on their experiences.

Achievements and Quirks: (1) About 30 faculty participate in the program and over 155 student protégés were enrolled in Spring 1992. (2) The program publishes a newsletter every semester. (3) A Certificate of Resolution was awarded to the program by the State Senate of California. (4) The program has been acknowledged as one of the top mentoring programs in the CSU system by the Chancellor's Office. (5) Student participation in the program at the beginning of the year tends to be a concern. Students seem reluctant to make the initial contact their with mentor.

Contact: Director Kathy Shipley (209) 667-3308 Coordinator Christy Gonzales (209) 667-3021

SAN FRANCISCO STATE UNIVERSITY
1600 Holloway Ave., San Francisco, CA 94132

Description: The Faculty Student Mentorship Program was designed to increase the retention rate of under-represented freshman and lower division transfer students of color and to integrate them academically and socially into college life. This is done by matching them with trained faculty and student mentors. For the Fall 1991-92, the program included nine faculty, 45 student mentors and 270 protégés. Workshops are held which focus on self-identity, cultural sensitivity, cross-cultural communication, and value clarification for both student and faculty mentors. New student mentors enroll in a three-unit course in which they engage in role play and roundtable discussions designed to enhance their skills. They meet with their protégés once a week to discuss classes and personal matters. The faculty mentors from each of the Schools individually hold social events for their student mentors and protégés.

Achievements and Quirks: (1) Since quality of contacts vary among different student mentors and protégés, an

extensive monitoring and evaluation process has been established. A computer-based management information system facilitates the monitoring of contacts between participants. (2) All contacts between protégés and student mentors are documented through narrative forms which are reviewed by the faculty mentors and the director. (3) Protégés also complete surveys and are periodically interviewed to evaluate program performance.

Contact: Dr. Jesus Contreras (415) 338-2651

SONOMA STATE UNIVERSITY
Rohnert Park, CA 94928

Description: The Faculty/Student Mentoring Program is based on five mentoring clusters. Each cluster consists of one faculty mentor, two student mentors and ten protégés. The programs aims to provide academic support to under-represented, at-risk students, especially at the lower-division level. It promotes close contact and active involvement/intervention of faculty and student mentors in the academic and cultural/social activities of the target population. Regular contact is maintained by faculty and student mentors with most protégés. This contact focuses on academic assistance, including regularly scheduled study sessions, drop-in help sessions, and individual tutoring. Individual faculty and their student mentors also arrange cultural/social activities such as trips to the theatre and outings such as picnics and other outdoor activities.

Each of the mentoring clusters develops an approach appropriate to the personalities involved and the academic challenges before it. Some groups follow a very disciplined structure of academic study in which activities are accounted for hour-by-hour. Other groups are less formal, encouraging greater interaction outside the classroom, in an attempt to make minority students feel more comfortable on a predominantly white campus.

Achievements and Quirks: (1) Semester and cumulative GPAs are obtained for each protégé. These reports reflect the wide range of success or difficulty protégés have with their academic work. (2) Overall, 27 (71%) of the students were in good standing. Nine (24%) were on probation and two (5%) have been disqualified. (3) In most cases the GPAs indicate that the protégés are making satisfactory progress. Certainly the Mentor Program can take some credit for this.

Contact: Katharyn Crabbe or JoAnne Salstom (707) 664-2114

CONTRA COSTA COLLEGE
2600 Mission Bell Drive, San Pablo, CA 94806

Description: After many years of experiencing declining

enrollments and unsatisfactory retention/persistence rates among Black students, the college implemented a mentor program specifically targeting this student population. It is designed to assist students develop the confidence and the academic preparation necessary to obtain a baccalaureate degree and to meet the economic development needs of the community. Relying on referrals from faculty and staff, the program identifies students to provide them with experiences to promote positive self-concepts and also establishes individualized instructional goals.

There are three significant components of the program: (1) The students are Black students at the college, with varying levels of academic performance, from excellent to poor. (2) The mentors are faculty, classified staff and administrators of any ethnicity who are concerned about student retention and are willing to help these students stay in school. They are expected to make a three-year commitment, and must form strong supportive linkages with participants to assist them in their academic and career goals. (3) The professional mentors are an integral part of the program in that they expose the students to a realistic view of various career options.

Achievements and Quirks: (1) The program got off to a slow start, but following the March 22, 1992 inception, it is now accelerating rapidly. (2) The most pressing problem currently is the need for more faculty/staff mentors. Seventy-three Black students are part of the program, but only 28 faculty and staff have volunteered as mentors, each one assigned to two students. (3) The program is financed through a special grant from AB 1725 (California).

Contact: Baji Majette-Daniels (510) 235-7800, ext. 434

STANFORD UNIVERSITY
Stanford, CA 91305

Description: The Mellon/Ford Minority Research Exchange Program at Stanford targets sophomores and juniors who apply for the positions which are filled according to faculty need. In the past, they recruited students from throughout the country, but now they only recruit from San Francisco Bay area colleges and universities. The objective is to introduce interested minority students to research faculty with the hope that they will attend graduate school and earn a doctorate. Students meet with the faculty at least once a week and work 40 hrs/wk for eight weeks during the summer. Weekly seminars are held to introduce students to topics such as: teaching and research assistant positions in graduate school, how to get funding for research, how to write a grant proposal, and how to get admitted to graduate school.

Achievements and Quirks: (1) Several professors have hired their summer assistants as Research Assistants during the school year. (2) All students have found the program interesting and enjoyable. (3) Students have cited an increased interest in graduate school after completing the program.

Stanford is a member of the Minority Exchange Consortium along with Cornell, Yale, Princeton, UCLA, and Berkeley. Students can apply for programs at any institution within the consortium. The consortium is currently compiling a list of summer programs available departmentally or within each university. These are primarily research positions working with faculty or graduate students. Most faculty expressed a continuing interest in participation after the 1990 summer. Stipend is $3,500 plus travel and expenses.

Contact: Geneva Lopez-Irianni (415) 725-2536

UNIVERSITY OF CALIFORNIA, BERKELEY
Berkeley, CA 94720

Description: Campus initiatives designed to attract more minorities into Ph.D. programs include: (1) inexpensive dorm housing, (2) three-year doctoral fellowship program, (3) research assistantships for minority students to enter a mentoring relationship with a research advisor, (4) dissertation year fellowships for eight students, (5) financial support for about 70-80 minority students, (6) another need-based program to support 200 new or continuing students, and (7) a program to involve undergraduate minority students in faculty research projects.

Achievements and Quirks: (1) There is trouble pairing faculty with minority graduate students in the humanities and social sciences because of the involved process of deciding one's research direction. (2) A special relationship with the California State University system to help recommend potential minority students. (3) At the undergraduate level, curriculum requirement for comparative courses dealing with alternative cultures and heritages. Some faculty are working to transform their own courses to make them eligible as a comparative course. (4) Increase in numbers of minorities applying for graduate school. (5) Major problem is seen as monetary. The Graduate School is unable to grant enough financial aid.

Contact: Margarita Melville, Associate Dean-Graduate Division (510) 642-5472 or Diana Bishey, Director of Graduate Fellowships (510) 642-0672

Funded Programs are:

Graduate Opportunity Fellowships: One-year fellowships offered with stipend assistance of $9,000 for new students

with opportunity to extend for additional year with $8,000 stipend. Berkeley will offer package including a 2-year G.O.F. with 2 years of research and teaching with support from the department to outstanding doctoral students.

Office of the President Initiatives: All programs require U.S. citizenship or permanent resident status: "Ethnic minority" defined as Black, American Indian/Native American, Mexican American/Chicano, Pacific Islander, Philipino, Puerto Rican. Asian Americans and Latinos are also eligible in fields where they are under-represented.

1. *Graduate Mentorship Award*: Two-year fellowship and one-year departmental support. Purpose to substantially increase doctorates. Issued to minorities and women in disciplines in which they are under-represented as recipients of doctoral degrees. Offered at time of admission to students planning a career in teaching and research. Stipend is $12,5000 and tuition and fees plus a research allowance for up to two years.
2. *Mentored Research Awards*: To give minorities and women an opportunity to do research they might otherwise be unable to complete and to strengthen their working relationship with faculty advisors. Preference goes to grad students at end of second, third or fourth year. Award of $10,000 for one year.
3. *Affirmative Action Dissertation Fellowships*: To provide support and encouragement to minorities and women graduate students in last year of completing dissertation required for the Ph.D. degree and to enhance qualifications as candidate for faculty teaching and research. Funded at $12,000 for stipend and $500 for research expenses and fees. (Presidential Initiatives are available at all UC campuses, but may have other names.)

Chancellor Minority Pre-Doctoral Fellowship: Three-year award, only for minority candidates planning a career in University teaching. Award made to entering Ph.D. students only. Stipend of $9,000 plus tuition and fees. Graduate Opportunity Program need-based award includes stipend, tuition and fees. Support provided for up to two years for students enrolled in graduate level program. Preference given to Ph.D. candidates.

UCLA
405 Hilgard Avenue, Los Angeles, CA 90024

Description: To achieve diversity and retention in the transfer population, the Transfer Alliance Program (TAP) is

intended to bridge local community colleges with UCLA. Uncharacteristically, this program is academically rather than student-service oriented. Participants are prepared academically with tutoring in writing and research skills. Some of the faculty execute their research work at the community colleges to involve the students there. Students are given focused counselling and taught an enriched general education core curriculum. TAP graduates are guaranteed priority consideration for admission to UCLA's College of Letters and Science.

Contact: Paula Schneiderman, Director (310) 206-6661

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Santa Barbara, CA 93106

Description: The Summer Academic Research Internship Program (SARI) is an eight-week residential research internship program designed for minority students and women in fields where they are under-represented. Students are competitively selected from across the country to participate in on-going faculty research projects, in addition to receiving specialized classes in research writing, computer skills acquisition, and preparation for graduate school through GRE preparation and filling out graduate school applications. Twenty to thirty students are selected each summer. Students receive a $2,000 stipend, housing, meals and payment of all campus fees.

Contact: Dorothy Nagaran, Coordinator (805) 893-3803 or 1-800-323-9023

Description: The Graduate Research Mentorship Program (GRMP) provides a research assistantship plus payment of fees to minority and women graduate students in fields where they are under-represented. The program is designed for second, third and fourth year students. In addition to the mentoring between the faculty and graduate students, many GRMP projects include undergraduate students as part of a "team" to further the mentoring process by assisting graduate students in becoming mentors to younger students and by encouraging promising undergraduates to pursue graduate studies.

Selection of the undergraduates is coordinated through the College of Engineering's Minority Engineering Program and through the College of Letters and Sciences Honors program. Undergraduates who participate also receive a stipend. Each team also receives a research allowance. Participation in the GRMP is limited to UCSB students.

Contact: Sarah Fenstermaker, Associate Dean-Graduate Division (805) 893-4489 or 1-800-323-9023

Connecticut

WESLEYAN COLLEGE
Admin. Services, Science Tower, 195 Church St., Middletown, CT 06459

Description: Wesleyan has an historical tradition of racial inclusiveness which has helped the university maintain a diverse campus. There are three faculty mentoring programs, one of which is intended specifically for minorities. A Mellon grant helps to match five minority students chosen as fellows with five faculty members. About 130 to 150 faculty out of about 300 work as mentors in both organized and informal programs. The interesting aspect of Wesleyan is not its organized programs but the emphasis on diversity throughout all programs. The idea of a "critical mass" of minority students perpetuating the campus' diversity is an approach that Wesleyan emphasizes.

Achievements and Quirks: (1) Approximately 78% of minorities graduate within four years. Minorities comprise about 19% of the total student population. (2) Problems have arisen because students' awareness of their differences has led to perceptions of separateness. Defensiveness on the part of many groups has lessened the capacity of all students to deal with racial issues. (3) Confusion and defensiveness may have encouraged faculty into complacency, and they may be disinclined to address issues of race in their classes. (4) Faculty are generally helpful, however, in the programs that aim to help students.

Contact Janina Montero, Dean (203) 347-9411 ext. 2243 or 2244

Georgia

GEORGIA STATE UNIVERSITY
University Plaza, Atlanta, GA 30303

Description: The overall goal of the Mentor/Mentee Enrichment program is to implement a program that will facilitate retention and graduation of students who are enrolled in a baccalaureate nursing education program.

The specific project objectives: (1) Recruit 15 students from disadvantaged backgrounds for the undergraduate nurs-

ing program at Georgia State University. (2) Facilitate entry of students from disadvantaged backgrounds into the nursing sequence at Georgia State University. (3) Conduct a summer enrichment course with nursing content that will give students an edge and enrich them with cognitive and social skills necessary for successful completion of the nursing program. (4) Conduct educational offerings for faculty on the concepts of mentoring and working with students from disadvantaged backgrounds. (5) Conduct mentor-participant sessions to facilitate student success and completion of the nursing education program.

Achievements and Quirks: (1) 1991-92 was the first year of funding for the grant, but in the pilot project all mentored students graduated. (2) There has been great interest on the part of freshman students in the quarterly program meetings. (3) The School of Nursing has a waiting list, making it more difficult for students with lesser GPA's to gain admission without opting for the mentor program.

Contact: Dee Baldwin or Judith Wold (404) 651-4275

Illinois

MALCOLM X COLLEGE
1900 W. Van Buren St., Chicago, IL 60616

Description: The Faculty Mentor/Student-Teacher program is designed to support and retain under-represented students. The program seeks to improve the quality of education at Malcolm X College. The mentoring committee sent letters to faculty asking for volunteers. Fifteen percent of the faculty responded. Health Sciences program faculty took it upon themselves to identify students and match them with faculty. Students typically received a letter inviting them to visit the faculty. The mentor and students meet at least 2-3 times during the semester. Walk-in visits are also encouraged. Presently there is no data base to track the students' progress, but very positive verbal comments were made by both faculty and students.

Achievements and Quirks: (1) The students in the program usually have long-term relationships with faculty (1-2 years) after graduation. (2) There are problems getting faculty to make a long-term commitment to the program. (3) The program has not received any funding for its activities. (4) Both faculty and students feel that the program overall is beneficial to the college.

Contact: Bettye Richards, Ph.D. (312) 942-3000 ext. 449

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. Saint Louis Avenue, Chicago, IL 60625

Description: Eighty-five faculty members and administrators are participating as mentors, and the project has paired Black, Hispanic, Asian/Pacific Islander and American Indian entering freshmen on a "one-to-one" basis with faculty members and administrators who have volunteered to serve as mentors. The Partners for Success Minority Student Mentoring program provides a personalized, "one-to-one" caring and supportive means for teaching students the "ropes" and "road map" of the University; helps them to understand unwritten rules and norms for success; guides them in managing their educational and career decision-making; and enriches personal growth for students and mentors alike.

Students and their mentors meet informally several times each term to discuss academic concerns, career goals, coping and study skills, and decision-making skills. They also plan social and career-exploration activities together and participate in workshops and activities throughout the freshman year. The Minority Student Mentoring Program is an excellent example of a collaborative effort among faculty and administrators to positively influence the campus climate and improve the quality of campus life for students.

Achievements: (1) Of the 59 charter participants in the first year of the program, 54 (93%) completed their freshman year successfully. (2) About 85% of the remaining charter members are in good academic standing. (3) Of the 55 students who began the program in the fall of 1990, 54 (98%) have remained enrolled and 48 have maintained a GPA of "C" or better.

Contact: Flora M. Llacuna (312) 583-4050 ext. 3199

OAKTON COMMUNITY COLLEGE
1600 E. Golf Road, Des Plaines, IL 60016

Description: The objective of Project Succeed, a five-year old mentoring program, is to help students on warning or probation to develop the study strategies, self confidence, and discipline to succeed in college. Based on placement tests in math, reading and writing, all students entering this program have the potential to be successful, yet have not fulfilled their potential. The students are sent recruitment letters urging them to contact Project Succeed. When contact is made, they are invited to join the program. Both faculty and professional staff serve as mentors, and they volunteer their time to work with individual students. Mentors attend committee meetings, which serve as an on-going forum to hone mentoring skills, approximately 12 times a year. Students have scheduled

mentoring sessions once or twice weekly and receive counseling and tutoring, as needed. Also, during this program, which spans an academic year, students enroll in at least 12 semester hours, including the College Success Seminar in the fall and Psychology of Personal Growth in the spring.

Achievements and Quirks: (1) Eighty percent of the students entering Project Succeed improve their GPA's and academic standing. (2) Students receive encouragement from students in the program and their mentors. (3) During the five years of the program, a common thread seems to be the lack of student ability to predict consequences and outcomes and plan alternative strategies for success. (4) Community college students are more likely than four-year college students to be precariously balancing academic life, work, and family. (5) Many students in the program suffer academic consequences due to intrusive work and family issues which they believe are beyond their control. (6) The coordinator of the program often functions as a mentor to students and a mentor to the mentors.

Contact: Terese K. Conway (708) 635-1756

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
Carbondale, IL 62901

Description: The University has used retired faculty and advisors to mentor special admission students for three years. The students are required to take a study skills course that meets two times per week. In the first session, a professor works with the students on a variety of study topics. In the second meeting each week, two or three mentors work with a group of students to reinforce the subject, assist in application of the topic to study material, and generally encourage and support the students.

Achievements and Quirks: (1) The team of mentors was formed so that the mentors are not obligated to a set schedule. These retirees are busy, and while they are willing to attend most classes, they do run into conflicts. (2) Evaluations indicate that the students in the retiree-mentored groups attend more classes, have higher grade point averages, and seem to have a better attitude concerning the course.

Contact: Vivian Snyder (618) 536-6646
Douglas Bedient (618) 453-2258
Mary Simon (618) 457-8856

Indiana

INDIANA UNIVERSITY AT KOKOMO
2300 S. Washington, POB 9003, Kokomo, IN 46904

Description: The Returning Adult Student program (RAS) consists of a workshop, handbook, and one-to-one mentoring and counseling by a university administrator. The purpose is to facilitate the return to school of adults over the age of 25. The participants are identified in several different ways. All students over 25 applying for admission are sent information and a registration blank for the workshop. Students are also referred by faculty, through news releases, and by brochures made available at a variety of sites. Local social service providers and state job training counselors also refer students. All components of the program are designed to overcome misconceptions and barriers that prevent adults from doing well in school. Some topics discussed in workshop sessions include the advantages and disadvantages of being an adult student, balancing it all, study tips, services available, etc. Participants are also encouraged to drop by the administrator's office for open sessions called RAS Reunions or to set up individual appointments as the need arises.

Achievements: (1) Evaluations stress that participants feel more sure of themselves and that the university seems more approachable. (2) Participants especially appreciate the workshops which are facilitated by returning adult students. This makes the participants feel that a college degree is achievable. (3) More than 1,000 students have participated in the workshops since their inception in 1987. Former students refer new participants on a regular basis, and the program has been presented at a number of national conferences. (4) In the future when funds are available, organizers would like to expand the program with the addition of an adult resource center.

Contact: K. Jane Adcock (317) 455-9301

PURDUE UNIVERSITY
West Lafayette, IN 47907

Description: The objective of the program is to increase the number of minority students entering graduate schools and pursuing research and teaching careers. The Summer Research Opportunities Program—Access Internally for Minorities (AIM)—gives sophomores and juniors the opportunity to work with faculty members engaged in research. Students also participate in workshops that inform them on graduate admissions procedures, financial aid opportunities, test-taking

skills, etc. The program introduces students to life in academe. (Minority Access for Research Career sponsored by the NIH "MARC" program is the same as AIM although students are drawn from eight historically black institutions and colleges in Puerto Rico.) Students receive stipends of $3,000.

Achievements and Quirks: (1) Over ninety faculty members have participated over the ten years of the program's existence. (2) Minority applications from 1985-1990 have increased. Two years ago black applications increased 60% and last year Hispanic applications increased 22%. (3) The focus of the research positions has been in fields where minorities have been under-represented. Biomedical sciences, biology, chemistry and all sciences in general have been accepting of the program and have volunteered to participate although there are no stipends awarded.

Contact: Dwight Lewis, Coordinator (317) 494-3232

Maryland

CATONSVILLE COMMUNITY COLLEGE
800 S. Rolling Road, Catonsville, MD 21228

Description: The program is intended to diversify the faculty by recruiting minority graduate students. Faculty fellows are given a regular faculty contract and pay structure. The faculty fellow participates in a year long professional development program. The first semester their work load consists of four classes rather than the usual five. In addition, there is a Teaching Center to give assistance. The intention is to recruit the graduates as future faculty by introducing them to teaching in higher education. They are assigned a senior faculty member as mentor. The evaluation system for tenure and advancement of faculty puts some emphasis on college service (which includes mentorship). The recruitment process is done on a need basis, recruiting for departments that are expected to be looking for more full-time faculty in the future. On average, the program has had from one to four fellows per year.

Achievements and Quirks: (1) A number of fellows who have participated in the program have stayed on at the college in some capacity after their fellowship year. (2) The student body is approximately 20% minority and 10-20% of the faculty are minority. The college continues to work towards more diversity.

Contact: Judy Snyder, Affirmative Action Officer (301) 455-4294

PRINCE GEORGE'S COMMUNITY COLLEGE
301 Largo Rd., Largo, MD 20772

Description: Supported by state and federal grants, the college has developed a comprehensive, mentoring-based, academically-oriented, support program for minority full- and part-time students. Currently, over 600 minority students per semester are served through two interconnected programs. The *Black Student Retention Program* is designed to serve the needs of newly-enrolled, full-time Black students. The *Minority Student Retention Program* serves primarily part-time, current and returning students drawn from all minority ethnic populations. The programs share a common theme: the improvement of minority student academic success, and thereby retention, through closer ties between the institution (through faculty and staff mentors) and these students. The programs encourage minority students to make full use of the wide range of academic support services offered by the college.

Currently, over ninety members (30%) of the college's faculty and staff participate as mentors. For the most part, the mentors are not paid. Each of the seven members of the President's staff (five vice-presidents and two presidential assistants) serves as unpaid mentors. This level of attention to the needs and concerns of minority students, coupled with positive promotional materials emphasizing the successes of the program, serves to raise the level of self-esteem of participating students.

Achievements and Quirks: (1) The implementation of the program models has resulted in: increased graduation and retention rates; increased retention rates and decreased attrition rates; increased course completion rates and increased grade point averages. (2) The program has expanded faculty/staff development programs for mentors. (3) The program has improved orientation programs for student participants, mentors and parents. (4) Students and faculty have given positive evaluations of both programs. (5) The programs have received positive nationwide publicity. The programs have been described in *U.S. News and World Report* and received a number of awards, including, most recently, an exemplary program award from the Maryland Association on Higher Education.

Contact: Dr. David P. James (301) 322-0783 or 322-0495

New Jersey

PRINCETON UNIVERSITY
Princeton, NJ 08544

Description: The Mellon/Ford Minority Research Exchange Program involves Cornell, Princeton, Stanford, Berkeley, UCLA and Yale. The exchange has been set up to give ethnic minority students the opportunity to participate in research projects with faculty mentors. Generally, sophomores and juniors will be involved in natural and social science research programs. The program defrays the cost of the research projects and each student receives a $3,000 stipend for the summer.

At Princeton, students apply through the minority affairs office and are chosen by a selection committee of faculty. The names of the selected students are then matched with faculty members (about five percent of the total faculty). Students are expected to understand the research design and are required to give an oral presentation of the progress of the research at the end of the eight week program. The Mellon/Ford stipend is $3,500.

Achievements and Quirks: (1) At Princeton, the students that have participated in the program over the past five years have generally continued their education by attending professional (law and medical) schools. (2) In general, the faculty have had positive experiences with the program participants. Most professors have continued their association with this program.

Contact: Nancy Corns (609) 258-3032

Department of Chemistry Program: for liberal arts majors who want an introduction to a Ph.D. program in Chemistry.

Contact: Dr. Henry Gingrich (609) 258-3880

New York

VASSAR COLLEGE
Poughkeepsie, NY 12601

Description: Intention is to target promising students in two-year college programs as prospective baccalaureate holders. The program is run in conjunction with eight neighboring community colleges. The colleges nominate non-traditional students who seem to be qualified for a four-year college but

need a "jump start." These students have had no exposure to liberal arts colleges. In March, the ten faculty members that will be teaching the group select fifty students for the program. Students come for a five-week program where they stay on campus and participate in classes that are co-taught by two- and four-year faculty. Students are supported by an admissions officer, a writing specialist, and peer counselors. The summer program prepares them for a traditional four-year liberal arts college. Credits are gained and are applicable to any four-year college.

Achievements and Quirks: (1) Nearly all students transfer to four-year colleges. (2) About 1 percent of Vassar's student body have gone through the program and are widely considered by the faculty to be an outstanding group of students. (3) Six participants graduated from Vassar in 1992 and four are Phi Beta Kappa. (4) At first, Vassar's faculty were slow to respond to this program. However, they are now eager to join. (5) The Dean of Students sought funds for this program from ATT, Ford Foundation, and Chase Manhattan. (6) The program is being instituted at Smith, Hamilton, Bucknell, Lewis and Clark, and Agnes Scott. (7) A faculty handbook is available for all participants.

Contact: Colton Johnson, Dean of Students (914) 437-7000

Ohio

OHIO STATE UNIVERSITY
Columbus, OH 43210

Description: Upon entrance into the University Mentoring Program, the first-year Black students are given the option of being assigned a Professional Mentor, a Peer Mentor or both. Professional Mentors are faculty and staff volunteers. Approximately half of the Professional Mentors are faculty members. In order to educate the faculty and staff about their mentoring roles, workshops are held each quarter. In addition, mentors are given a packet outlining various dimensions of the mentoring relationships. The role of the mentor, however, is not specifically outlined.

Achievements and Quirks: (1) During each of the program's four years of existence, more than 300 Black students have participated. This is nearly half of the incoming Black students. This also indicates that nearly the same number of faculty and staff have participated. (2) Faculty and staff response to the workshops has been mixed; some found them

useful; others did not. (3) Research indicates higher rates of matriculation for program participants.

Contact: Lee Jones, Coordinator (614) 292-0626

Tennessee

MILLIGAN COLLEGE
Milligan College, Tennessee 37682

Description: The mentoring program at Milligan College is focused on first-time college students. Selected faculty receive a small stipend and assume responsibility for a group of no more than fifteen first-year students. The faculty are given a mentor manual which contains information on the various majors of the college as well as guidelines for interpreting test scores of the new students. Prior to the student's arrival on campus, the faculty mentor sends a letter of introduction and welcome to the college. The first night of orientation, the mentor has an opportunity to meet with the new student and the student's parents at a campus ice cream social. During the course of the semester, the mentor and student meet for personal advising sessions at least four times. The purpose of these planned meetings is to become better acquainted, to arrange class schedules, to review grades at mid-term, and to discuss results of diagnostic tests regarding college adjustment. Two upperclassmen are also selected to work with each group, give campus tours, and involve the new students in social activities.

Achievements and Quirks: (1) The program is accomplished on a very small budget relative to the time invested. There has not been a significant increase in retention rates. However, evaluations of the program by students and faculty indicate a positive response on the part of the freshman. (2) Parents also appreciate having a contact person with whom to discuss concerns during the year. This is the kind of interaction expected at a small liberal arts college. (3) The program is undergoing continued refinement and has been in place for three years. Each year has a turnover of mentors of ten to twenty percent.

Contact: John Derry, Vice President-Student Development (615) 461-8760

Texas

UNIVERSITY OF TEXAS AT SAN ANTONIO
6900 N. Loop 1604 W. San Antonio, TX 78249

Description: The city of San Antonio participates in the statewide Prefreshman Engineering Program (PREP) which began in 1979. The San Antonio PREP is found on the following campuses: University of Texas at San Antonio, St. Philip's College, Palo Alto College, Incarnate Word College, Our Lady of the Lake University, Trinity University, and St. Mary's University.

Students attend classes, work in labs, and replicate the college experience for eight weeks, using a math-based curriculum. About 955 students completed the summer 1991 program. Three summer components are run for middle school and secondary school students. About 79% of the students are minorities; 51% are women. The program is designed so that students can participate for up to three summers. Many students are then asked to attend programs on other college campuses throughout the country.

Achievements and Quirks: (1) Academic reinforcement provided through the program has documentation of success. About 88% of college-age former participants are college students or college graduates. About 56% are science or engineering majors. (2) The program has received several state and national citations as a model intervention program.

Contact: Dr. Manuel Berriozabal (512) 691-4496

Virginia

COLLEGE OF WILLIAM AND MARY
Williamsburg, VA 23185

Description: A six-week freshman program helps to introduce minority students to the campus. The faculty that teach during the summer program are volunteers and generally become the advisors for the students they work with. An alliance has been formed between students and local black churches, black faculty, and staff employees. Black male students are generally involved in an informal mentoring

program with the black male faculty because of high attrition and low entrance rates within this group. The faculty generally meet once a month to maintain a supportive rapport with the black students and to give the students an outlet for expressing concerns. Advisors are instructed by the project manager on the problems and issues facing at-risk students. The objective of the program is to make minority students comfortable and successful at a white college.

Achievements and Quirks: (1) Minority enrollment has increased. About 85% of black students graduate within five years; this rate is comparable to that of white students. (2) The number of black students that go on to graduate school has consistently grown over the past nine years. (3) Faculty are quick to report a minority student who is doing poorly in their classes. This gives the program an opportunity to address the problem. (4) White students and faculty have become more willing to interact with, learn about and assist minority students. (5) Out of 435 faculty, only 6-7 are involved in the mentoring and summer teaching programs.

Additional Programs:

Three Pre-College Programs: Visiting Student Transition Program (VSTP) involves faculty who may or may not be regular faculty.

Mentoring Program: Each freshman is assigned a mentor if they choose to participate. Some faculty and staff meet with students to help them adjust to campus life. Each freshman is also paired with an upperclassman to help them facilitate the transition.

Washington

WESTERN WASHINGTON UNIVERSITY
515 High St., Bellingham, WA 98225

Description: The faculty mentor program is designed to support new students of color and international students during their first year at Western Washington University. The goal of the program is to advocate for and assist new students in developing a network on campus, as well as to facilitate academic and social integration into the University community. Program information and an application are sent to all new ethnic minority and international students, along with information on special orientation activities. Faculty members are recruited at the end of Spring quarter and prior to the start of

Fall quarter. Each faculty member is matched to a student participant by academic areas and interests. The faculty and students participate in a half-day orientation session where they meet each other and hear about the program from experienced mentors and participants. A reception follows the orientation session. It is up to the mentor and student to decide how often they want to meet.

The peer mentor program is designed to assist new students of color and international students in their transition to Western Washington University. The goal of the program is to provide and facilitate a support system for the participants. Peer mentors are continuing students who come from a variety of cultural and educational backgrounds and have attended the University at least one year. Peer mentors are recruited and trained during the Spring quarter for the next academic year. They receive training on university resources, academic procedures and policies, cross-cultural communication, counseling, and other skills. New students are informed of the program when the Multicultural Services Center sends orientation and program information prior to Fall quarter. Applications to the peer mentor program are sent along with the information. Peer mentors are assigned a group of participants with whom they personally work. They also plan activities to provide their group the opportunity to meet other students. Peer mentors plan and implement orientation activities and quarterly workshops addressing such issues as culture shock, ethnic identity, relationship concerns and the academic system.

Achievements and Quirks: (1) At the beginning of Winter and Spring quarters, faculty mentors are sent a quarterly copy of their students' grades, with permission of the participants. (2) The Multicultural Services Center plans social activities for both programs.

Contact: Liz Partolan-Fray, Associate Director for Diversity (206) 676-3843

Wisconsin

MARIAN COLLEGE
45 S. National Ave, Fond Du Lac, WI 54935

Description: Beginning with the school year 1992-93, the Student Mentor Program consisted of student mentors (called First Year Student Leaders—FYSL) instead of staff mentors. Any full-time student enrolled in 12 credits with a GPA of 2.5 is eligible to serve as a FYSL. They must complete an application

and answer five essay questions. Their responses are reviewed by a committee, and the selections are made. FYSL's are in contact with their student protégés prior to school beginning. There was an initial training session prior to May 1992, and specific program training began in August 1992, prior to the fall semester. FYSL's receive merit scholarships for participating in the program.

Contact: Catherine Mathweg (414) 923-8097

UNIVERSITY OF WISCONSIN AT MADISON
500 Lincoln Dr., Madison, WI 53706

Description: The campus-wide Mentoring Program started three years ago as part of the Madison Plan (Fall, 1988). Faculty and staff volunteers are trained in the summer. About 340 students were matched the first year. The next two years the program focused on incoming freshman students, especially minorities. Volunteers were asked to maintain close contact with their protégés during the first six to eight weeks of the semester. The program conducts orientation and training for the mentors.

Contact: Esrold Nurse, Assistant Dean L & S (608) 262-2644

Description: The School Faculty Mentoring Program is designed to coach undergraduate business school students to make sound academic and career decisions. Faculty participation has been voluntary. Minority students are encouraged to participate. Students and professors are matched according to their interests and backgrounds. The faculty mentors also assist students in obtaining internships, etc. Several times a semester the program participants are invited to social functions. Companies that participate in internships have also established mentoring programs for their own employees.

Achievements and Quirks: (1) The program is informal, so no substantive results have been gathered. (2) Faculty mentors are supportive of the program.

Contact: Manuel Angel Diaz, Advisor (608) 262-6199

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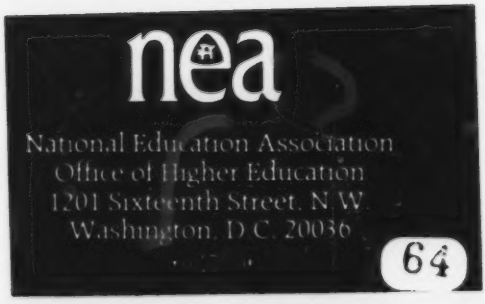
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